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Third and Fourth Grades

Gertrude Van Hoesen

Geography: As one of the subjects under consideration during the past month was Food, the natural question is, Where do we get all of this food? During the month of January this will be answered as far as possible by considering Chicago commercially from the standpoint of what we import.

It is only by means of excursions to those places where the food supplies are received or stored that it will be possible to obtain any idea of the immense amount of food received in Chicago every day.

1. An excursion to a large grocery department will more directly fit into the previous experience of the children. Where do all of these articles of food come from? What are the large industries represented here?

(a) Fruit, in all of its preserved forms. (b) Large dairy products. (c) Grain in all forms. Are any of these great industries in Chicago?

By means of stereopticon views, pictures, and stories lead the children to see what these industries are and what they mean to us.

2. An excursion to South Water Street will follow. How do all of these food products reach Chicago? Where do they come from? It is only by means of the stereopticon and pictures that the children can be led to image the immense orange and lemon groves, the bananas, and other tropical fruits in their natural environment, the large vegetable gardens of California, and the people engaged in their culture. What can be the reason for the ripening of fruit and vegetables during our cold months? A visit to the conservatory will answer that question.

Notice: (a), the nature of the plants in the different rooms.

(b) The temperature at which each room is kept. What must be the appearance of the landscape where the temperature is continually that of the room containing the tropical plants?

3. An excursion to the Stock Yards. Where do all of these animals come from? Pictures

and stories of the great stock-raising industries of the West. What is done with the immense amount of meat prepared for use? A visit to a refrigerator car, carefully examining its facilities for transporting everything in a fresh condition, will help to answer the question. What other industries grow out of the slaughter of so many animals?

Nature Study: Examinations of foods continued.

We shall try to obtain a picture of the month by means of records kept by the children. (a) The weather chart. (b) Sunshine chart. (c) A painting of the landscape each week. (d) And the charts summarizing these observations.

Prehension of food. Comparison of the present food of the park animals with that in their wild condition. How obtained under natural conditions? Relation of structure to function.

History: Story of Leonidas as a type of a Spartan boy and hero. The story of Leonidas at the Pass of Thermopylæ presents him as a hero. With the necessary description of the Persian Wars and the picturesque details of the battle at the Pass, the children will understand and appreciate the spirit that prompted the action.

How did he come to be such a man? This can only be answered by a detailed study of Spartan education.

1. Sparta itself and its environs.
2. Spartan house.
3. The gymnasia and Leonidas' exercises.
4. The race-course.
5. The market-place and what it meant.
6. Leonidas hunting on Taygetus.
7. His dress, military drill, and public eating-place.

Lead the children to see that the one purpose of Spartan education and life was to make hardy soldiers for the state.

As far as possible, the children will be led to enter into the life of the Spartan

boy, by playing his games, taking his exercises, making his house and dress, and painting scenes in his life.

The yearly games at the tomb of Leonidas will be described.

Literature: Robert Browning, *Story of Phidippides*; Mary Lamb, *The Spartan Boy*; Rudyard Kipling, *The Jungle Book*; La Fontaine, *Le Rat de Ville et le Rat de Champs*.

Number: Study of food values. Summaries of the weather charts, involving the use of whole numbers, fractions, and decimals. Planning and definitely ordering the amount of wood necessary in making the articles in the Manual Training Department.

Dramatic Art: Dramatic presentation of scenes in the life of Leonidas and Ulysses. Training in hearing and reproducing English vowel sounds continued. Poem to be studied and memorized.

Music: *Old Jack Frost*, Eleanor Smith's Songs, No. 2; *Ring Out, Wild Bells, Sea-Horses, The Brownies*, all in Modern Music Series, No. 2; *Winter Song*, Modern Music Series, No. 1; *Spinning Song*, Modern Music Series, No. 3; *Fair Snow White*, Fifty Songs for Children, Reinecke.

School Economics: Special point, care of lunch-room and desks.

Cooking: See Miss Cooke's Outline.

Textiles: The class will continue the work begun in December in the making of baskets, reeds being used for variety, instead of Indian splints. The baskets when finished will be for use in the textile room for the safe-keeping of sewing materials. The stories and pictures of Greek spinning and weaving will be better appreciated through actual experience with the wool fibers and the primitive processes of its spinning and weaving, for which reason the children will have lessons in spinning and as much as is possible for them to learn of the qualities in wool which make it easy or difficult to spin, e. g. fineness, strength, length, softness, and curl.

Fourth Grade History: (CLARA ISABEL MITCHELL.) The work outlined in History for December was set aside, and its place on

the program given to hand-work, the making of Christmas presents, correlated with the History lessons of November. As the outgrowth of the children's interest in Indian life and art, they were allowed to design and make calendars of leather, ornamented with Indian patterns and pictures. Each child made a basket, also, of Indian splints, in the Indian style.

The History for January will follow the December plan, the work in weaving continuing, but in less frequent lessons.

The necessary written expression will take the form of a correspondence, which has been arranged by the geographical department of the school to take place between the Fourth Grade class and a school in Paris. In the letter written to Paris the children will tell of our own city and such part of its early history as they may agree upon as of sufficient interest to tell to children so far away.

The painting will illustrate the letters, giving pictures of the lake, the landscape coloring at different times of the year, the old Kinzie House, Fort Dearborn, and perhaps some interesting incident in the adventures of Joliet, Marquette, or LaSalle.

The work in textiles will be that suggested in December, the carding, spinning, dyeing, and weaving of wool into holders for the hot teakettle.

Geography for the Fourth Grade: Lake Michigan—what it means to Chicago.

I. The use of the lake. 1. Commerce. 2. Transportation. 3. Water. 4. Food.

II. How do the people protect these advantages?

1. Build lake-walls and breakwater piles. Why?

A visit to the shore will be necessary to enhance the images gained at the Dunes. There the children will observe:

1. The wearing and building of the waves.
2. The sand bars. Cause?
3. Discover the use of breakwater piles and piers.
4. Lighthouse. Its use. The children will

visit the lighthouse, and see how it is cared for. How are lighthouses built? Where are they built?

The story of the building of the lighthouse in *Caleb West* will be read to the children.

1. How do the Chicago people get their water from the lake? Why are the cribs placed so far out in the lake? The story of the first tunnel and crib will be told or read.

2. Why was the Drainage Canal built? Its value to Chicago.

Art: Illustrations of stories in History and Literature with clay, painting, black-board, and charcoal. Painting of the landscape. Modeling in clay: animals in park.

Industrial Art: The children need a sewing-bag and all of its accessories, and will therefore make one.

French: The French will be entirely correlated with the Industrial Art, the Manual Training, and the Nature Study. All directions for work being given in French, the children will ask for assistance in the same language. The French literature for the month will be the dramatization of

Le Rat de Ville et le Rat des Champs.

Autrefois le rat de ville

Invita le rat des champs

D'une façon fort civile,

A des reliefs d'ortolans.

Sur un tapis de Turquie

Le couvert se trouva mis,

Je laisse à penser la vie

Que firent ces deux amis.

Le régal fut fort honnête,

Rien ne manquoit au festin,

Mais quelqu'un troubla la fête,

Pendant qu'ils étoient en train.

A la porte de la salle

Ils entendirent du bruit,

Le rat de ville détaile

Son comarade le suit.

Le bruit cesse, on se retire;

Rats en campagne aussitôt

Et le citadin de dire,

"Achevons tout notre rôl."

"C'est assez," dit le rustique;

"Demain vous viendrez chez moi,

Ce n'est pas que je me pique

De tous vos festins de roi;

"Mais rien ne vient m'interrompre,

Je mange tout à loisir;

Adieu, donc, Fi, du plaisir

Que le crainte peut corrompre!"

Fifth Grade

Willard Streeter Bass

History

The subject of the month's work will be the early history of New York. Special stress will be laid upon the study of the manners and customs, industrial conditions, and social and political institutions of the Dutch settlers. Comparisons will be drawn between the Dutch colony and the English colonies in New England and Virginia, and the pupil will be led to trace

the source of their varying institutions back to fundamental differences in their character and occupations.

The geography of Holland will be studied by means of pictures and descriptions—e. g., *Hans Brinker*, Ch. II; and the long and unrelenting struggle which the Dutch have waged against the ocean in order to secure and preserve their land will be made as vivid as possible.